

From The Editor



Well, this winter has just been hunky dory, hasn't it? One big barrel of laughs, right from the moment when the rockets started raining down on the Gaza Strip, and all through the global economic meltdown, through soaring and then plummeting fuel prices, through frauds and Ponzi schemes of various descriptions, right down to today. We've had snow, sleet, hail, and wind. We've had flu and colds and the implosion of major corporations. We've racked up 116 military deaths in Afghanistan. We've had gangsters mowing each other down on a weekly basis all over the Lower Mainland. As I write, the fate of the North American automotive industry hangs by a thread of raccoon spittle, the stock market reports look like the scribbles of a spoiled toddler in a rage, and—most depressing of all—our national pride and joy, the RCMP, have admitted to being afraid of staplers.

I take a tiny bit of comfort from a satirical drawing published in 1647, just as the English Civil War was ramping up to some really impressive blood-letting. A rather crude woodcut, the drawing is aptly titled "The World Turned Upside Down" and is signed by "T.J." a "Well-Wisher to King, Parliament, and Kingdom." The centre of interest is a gentleman in an unfortunate position: his arms and legs have traded places, and his head has decided to see what it would feel like to come out of his bum. Where his hands now are (but where his feet ought to be) we discover a mouse chasing a cat and a rabbit in pursuit of a fox. In the background, we find an assortment of other anomalies: fish instead of birds flying through the air, a horse driving a cart (not well), an overturned church, an inverted candle, and another poor fellow whose wheel-barrow is mad as hell and is going to show *him* who's boss.



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Misery loves company, yes, but misery also needs to know that such huge upheavals have issued in peace and sweet reason before now. As we in the FSA move into bargaining mode, and as we sort out in various venues the vexatious questions of rank, tenure, promotion, and workload for faculty, let us bear continually in mind, as Herman Melville so nicely said, that "the universal thump is passed round, and all hands should rub each other's shoulder-blades, and be content."

In this issue we are both proud and sad to commemorate the lives of two esteemed colleagues: Bonnie Sigaty and Jim Andersen. Both leave an enormous hole where their spirit, humour, and hard work used to be. Both will be much missed by the students, staff, and faculty who were touched by their presence here.

We hope to see you all at the AGM, at which point the semester and the winter will *really* and *officially* be over! Better days ahead, that's a promise.

Hilary Turner

UFV-FSA Annual General Meeting ~ Thursday, April 30, 2009
Chilliwack Campus Theatre ~ 2:30 p.m.

From The FSA President



Hello everyone

We have received some very good news as a result of our budget talks with management.

There are no

layoffs planned and, in fact, the total number of hires planned for this year is 22.6 full time faculty members and 11 staff. President Bassford has reaffirmed senior management's support for teaching at UFV by recognizing the importance of filling faculty positions. This is good news for UFV as a teaching intensive university, and will go a long way to creating better learning conditions for our students and better working conditions for faculty and staff.

We recently set up a series of informal meetings with staff and with faculty to discuss some of the standard bargaining issues (e.g., workload and compensation) and to identify others that may be of concern to you. These meetings will continue into May when we will begin constructing a bargaining survey. We expect to circulate this survey in the Fall semester. This will help our bargaining team set priorities and plan for bargaining. Please plan to attend at least one of these informal meetings. Your bargaining team will continue to meet with you throughout the next year to discuss the survey results and to give everyone an opportunity to be involved. In addition, you may send comments to Virginia Cooke, your contract chair or to bargaining@ufv.ca where Myra Hughes will receive them.

Labour and Management

We continue to meet regularly with management. These meetings are effective for discussing and resolving

issues that come up throughout the year.

We worked together to expunge the instructional complaint policy. Faculty members will no longer find themselves engaged with students in an unproductive and unpleasant process over instructor duties and responsibilities, which do not relate to students' academic standing. We are now turning our attention to the language and procedures of the Academic Appeals policy to ensure it is fair to both students and faculty members.

We continue to work with the VP Academic, Dianne Common, to assess the effectiveness of the two- year process we use to evaluate our probationary faculty members. This IPEC process has proven to be challenging in many ways, providing lots of room for improvement.

We are involved with the employer in discussions on the evaluation of staff. Some of the evaluation measures and procedures in use are problematic. We need to consider the purpose of these evaluations and the appropriateness of these measures and methods. Heidi Tvete, our staff contract administrator is actively involved in this committee.

The union executive and management reached agreement on the criteria for determining which director positions should be included in the union or excluded. The existence of some agreed-upon criteria is making it easier to determine whether new positions should be included or excluded prior to posting them.

Other less serious, but often more trying problems such as the construction noise in B building and the ongoing problems with parking have been discussed in our meetings, and we continue to monitor the work done to solve these problems.


FPSE Institutional Governance Conference

In late February, I attended a weekend conference on the impact of Bill 34 (University Amendment Act) on collegial governance. The keynote speaker, Doug Lorimer of the CAUT Collective Bargaining and Economic Benefits committee spoke on the role of the collective agreement in protecting collegial governance at the new universities. Lorimer's main point was that academic issues are collective agreement issues. He advised that we negotiate all aspects of our working environment and made several suggestions for protecting the role of faculty through the collective agreement. In an academic work environment, procedures for promotion, evaluation, discipline, appointments, selections, committee structure, and rights to appeal should be covered by the collective agreement to ensure these processes are fair and enforceable.

There was also discussion of the workload implications of being a long-serving Senate or Board member. Faculty members of the Boards of Governors and the Senates of the new universities and representatives from TRU attended this conference to discuss the importance of their roles as senators and/or Board of Governor members. Members from these locals have started a list-serve for senators and one for Board of Governor faculty representatives to facilitate the exchange of information.

FPSE Presidents' Council

I have been in several meetings of the FPSE council of presidents. Two relatively important issues have dominated our meeting discussions: pensions and bargaining. The most contentious issue has been the decision not to accept the

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recommendation of the Pension Advisory Committee to reappoint one of the pension trustees. The decision of the trustees to cap inflation and to cease funding the health benefits of retirees has not been well received. There continues to be a division of opinion over what the trustees should have been done, and what we can do to restore these benefits.

Presidents' Council has been discussing Provincial Bargaining in 2010, and the advantages and disadvantages of the bargaining models and strategies available to us. The Bargaining Committee has held several meetings and the Presidents have been able to attend some of these. We will be discussing these models and strategies at our next FSA executive meeting, but ultimately it will be our bargaining team that decides how best to represent our interests.

FPSE Budget

FPSE has also asked for their first ever dues increase. While many of us expressed a preference to find the needed money through greater efficiency, others were in favour of the increase from .85% to .90% in recognition of the rising costs of services, especially legal ones. We are told this .05% increase, if passed on to members will amount to approximately \$3.50 month for those faculty members at the top of the scale. At the moment, the UFV-FSA has the lowest union dues in the system. Flo Kehler, our FSA administrative assistant, conducted a survey of all the FPSE locals and found dues in the other locals ranging from 1.4% to 3.4%, with ours at 1.35%.

FPSE AGM (May 19 – 22)

The FPSE AGM will be held at Laurel Point in Victoria this year. We will be sending 13 delegates to participate in the

general meetings and workshops. Each year we have found ourselves with additional openings for delegates, so please let us know if you'd like to attend as one of our delegates. This year, our own Daryl Plecas will be conducting one of the workshops. Daryl was sought out by the federation and kindly accepted their invitation to present on some of his community work.

There are several resolutions coming forward to this AGM from the FPSE standing committees. The good news from the Human Rights and International Solidarity committee of FPSE is that they elected one of our members, Kulwant Gill, to chair this committee in the next year. Congratulations Kulwant!

FSA AGM (April 30)

Our annual general meeting takes place in Chilliwack this year. We look forward to seeing you there.

Rhonda Snow

A few quotes from meetings I've attended:

Students are not customers, they are *scholar apprentices*.

Our working conditions are our students' learning conditions.

Tenure is for the protection of the public. It protects their right to knowledge.

From the Staff Vice-President



I am writing this on what seems like to only sunny day we have had in ages. As much as the rain is good for the

gardens, I quite frankly am tired of it and would like to protest the falling of even one more drop of rain. It is exam time for students and in my home department that means totally stressed out and cranky people everywhere (even me). During the next few weeks it will be crucial (as I have mentioned before) to take breaks during my shift. I know that many of us do not do this and I can't stress enough the importance of making time to heal ourselves. My plan is to find as many pieces of paper that need to be photocopied so I can walk away from my desk and those said cranky people, offer to fax things for random people, and even go to the cafeteria and buy a coffee! Hey I might even drink my coffee at the cafeteria and not at my desk; I know I am definitely walking on the wild side here. My hope is that I will survive this busy time and that the summer semester will bring a quieter, warmer and happier time. Now, if you see me at the photocopy room, or hiding in the bathroom you are most welcome to join me (well, okay, not in the bathroom—even I need some totally alone time). Oh yes, it is play off time! Go Canucks Go! See you all at the AGM.

Isabel Hay

From the Faculty Vice-President



"I don't want to cause any trouble, but ..."

This past year, I have been in the challenging position of perennial sub for the President, the co-chair of JPDC, the representative on the FPSE Ed Policy Committee, and for the Faculty Contract Administrator. The position of substitute gives me an unusual perspective on the business of our trade union: I see bits and pieces—scenes—of matters before the FSA. I hear parts of conversations. I walk with a colleague some way along the path to informal or formal resolution of the struggle toward justice in the workplace.

I have also had the privilege to be part of a group negotiating the challenge of rank and tenure in our new university. This challenge has revealed us in our great strengths—our commitment to our learners and to the education we provide—and our great weakness—we are at times a house much divided. We are speaking to each other across divides of scholarship, teaching, credentials, security, and freedom. It has not been easy, this conversation. It will continue to be difficult. We will emerge at the end with a system of rank and tenure that epitomizes who we are and who we will be.

During this conversation, we work hard to keep the "staff side of the house" in the conversation, explaining what it means to debate this system, and why it is important to all of us, and not just those aspiring, at last, to become Professor.

We have a collective agreement. This is the map of the terrain, if you like. This

map has been drawn by many hands over the years, some charting the coast line carefully, with shoals marked meticulously, the depth of water noted, and opinions about what might lie lurking in the forests that crowd the shore. Other sections of the map are casual, vague even, and all we can do is hope for the best as we muck about in boats, hoping there are no hidden hazards or, god forbid, dragons.

Good will and confidence in each other are all we have, at times. Best intentions and multiple stories about past practice are the ties that bind us to each other and to our "Employer."

This, then, is where I hear what has become a persistent punctuation in the discussion of apparent wrongs the FSA is meant to address. I will listen to a colleague explain in detail a litany of experienced wrongs, and I can, often, hear at least one righteous departure from our collective agreement. But no, I am instructed to do nothing, because "I don't want to cause any trouble." This is a paraphrase of sentences arising from fear that the good will that exists will dissipate; the perks that are perceived to be at the grace and favour of the supervisor will cease; the luxury of flexible breaks and working hours will be no more; the vacation time requested will be denied; the consideration of personal pressures will not be taken into account to mitigate a less-than-stellar evaluation; a promotion will be withheld; a full-time position will not materialize.

These are all composites, of course. I have, if you will, invented them. They are, however, representative of what I do hear. What they mean is this: somehow the FSA member is "bad" to seek justice. Somehow, to insist, however politely, on a remedy that

invokes the words and meaning of the collective agreement is inappropriate. Disappointing. Action will cause ... retaliation?

Do bad things happen at times to those who "approach the desk" of the Employer? I would be naïve to say no. Do bad things happen to those who refuse to seek formal remedy where it exists? I would deny our history to say no.

We are only as strong as our least advantaged. If I have secured favour through compliance, through going along with practices I know violate the spirit and the letter of our common agreement, through negotiating my own private arrangement with the Employer, then I have surely caused woe to someone else. But these actions are not perceived to be "causing trouble."

Seeking the enactment of our bargained rights asserts our common right to seek explanation, and possible redress—nothing more. Making each of us "pay attention" is not so much "causing trouble" as saving us all from the troubles that accumulate when we discourage action, discourage common pursuit of fairness to all, in favour of actions that may at times benefit the individual but that will result, eventually, in a map that no longer leads anyone to safety.

If we collectively embrace "causing trouble" as laudable, doing so becomes accepted practice. Our collective agreement becomes a document that represents our best efforts to explain, to each other, what it is we set out to do. And "causing trouble" keeps us on the path and protected.

Wendy Burton

From the Faculty Contract Administrator



In prior columns this year I have written about the daunting prospects of academic rank, tenure, and

promotion, as well as the often mangled IPEC procedure. I'm pleased to see that some concerted effort is being made on both of these fronts and I strongly encourage you to share your views on rank and tenure as well as to complete the IPEC survey which will be made available to you shortly.

In this column, I'd like to share my thoughts regarding two of the issues facing faculty as we approach the next round of collective bargaining. I'd like to concentrate on the issue of teaching load expectations and the disparities that exist amongst the faculty, as well as the plight of non-regular teaching faculty.

As a point of departure, when I took an unpaid leave of absence from UCFV in 2001-02, I left a teaching load expectation of six courses because the BSW degree program in which I teach is at the university level of instruction. I also relinquished the right to apply for a one year paid education leave, which would have come in handy in trying to complete the residency requirements of a doctoral program. In 2002, I returned to a Collective Agreement that required me to teach seven courses per year with the threat of an eighth course should my class sizes fall below the arbitrary threshold of 150 students. My understanding is that the 150

threshold wasn't something even requested by management; rather, it was a concession offered by the union executive of the day, for which purpose I can only speculate. Unfortunately, the "reduced" teaching load of seven didn't apply equally to all of us. And while it is true that some faculty saw their teaching loads reduced from eight courses to seven in that round of bargaining, ESL instructors continue to teach twelve sections per year in order to achieve a full teaching load, whereas Math, CIS, Physics, and CCP instructors teach a full load of six courses. Trades instructors and other "training-day" program instructors teach up to 25 hours per week and the rest of us fall somewhere in between. The one year paid education leave has been replaced with a one semester sabbatical for which one must qualify every seven years.

While it is difficult to make comparisons between workloads, it is clear to me that the goal of the union on behalf of all faculty members at a new university, no longer a university-college, should be to work towards teaching load expectation that at least approximate conditions at other institutions. The government's letter of expectations to the University is clear that they must not negotiate lower teaching loads while at the same time not hire any more senior administrators. I'd be in favour of getting rid of both of those caveats. While we are not the same as UBC, UVIC, SFU, or UNBC, we are now in fact a "real" university trying to attract new faculty at a time of system-wide retirements. It is

difficult if not impossible to imagine trying to recruit the best and the brightest when all that we can offer is an annual teaching load of seven courses, compared to four or five elsewhere, while at the same time expecting a significant contribution to service and scholarship. It has always struck me as bizarre that we accept these working conditions as normal. A very bright and talented new faculty member said to me earlier this year that it is "extremely difficult" to manage a four course semester. I concur. Let's hope we don't hold that fact against faculty members in their final IPEC reports. My hope is that we will be able to bargain something more transparent, more equal, and with fewer exceptions to the rule. An annual teaching load of six courses seems feasible, with those applying for research and other scholarly releases reduced from there. Class sizes might need to increase slightly, however, and I know that there are those opposed to that option. Let me say this about class sizes: there are so many disparities across the institution that transparency would go a long way to resolving them.

Another issue I hope to see addressed in the next round of bargaining includes the right to grieve one's initial placement on the salary scale. There are articles in the Collective Agreement that stipulate how a faculty member should be placed on the scale; however, should the employer fail to follow these articles, the union cannot file a grievance on behalf of

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the faculty member. How fair is that?

I also want to address the plight of our non-regular teaching faculty members. They are saddled with working conditions which are simply untenable. Even with a PhD in hand, and teaching seven courses per year, the maximum income a non-regular teaching faculty member will be paid at UFV is about \$40,600.00, with no access to benefits. This is an embarrassment to all of us and needs to be remedied in the next round of collective bargaining. Almost all of us began our teaching careers as sessional instructors. Our non-regular faculty lost the right to qualify for a regular position in 2002, they lost the right to an annualized workload paid at a living wage, and they lost the right to qualify for work before regular faculty are given overloads ahead of them. While it is true that some faculty did oppose regularization at the time, what we have lost in the bargain is the right to hold the University accountable for the creation of new faculty positions. The so-called 75/25 rule which replaced regularization has been creatively calculated at best and difficult to enforce at worst. It also does nothing to ensure that the University hire in areas where an inordinately high number of sessional instructors are working.

In closing, there is a lot of work ahead of us in negotiating the next Collective Agreement. I look forward to hearing all of your suggestions.

Curtis Magnuson

From the Staff Contract Administrator



Well, I am happy to say spring is officially here! It is nice to head home after work and enjoy an hour or so of some much

needed sunshine and light. Of course, that means any work that needs to get done at night doesn't happen until later, and in my case 5:20 am comes even earlier!

This year has been off to a quick and busy start with some ongoing issues related to contract administration. The following list outlines some of what I have been working on lately:

SAC's In the last few months I have sat on quite a few Selection Advisory Committees (SAC's) as an observer. I do not sit on all staff SAC's, but quite often I do when a qualified internal applicant has been selected for an interview, or when multiple internal candidates have been short-listed. Of the SAC's that I have observed over the last few months, seven recommended an internal candidate for the position.

Workload Allocation I have again been fielding questions from members regarding how work is to be allocated for staff within a department (article 17.8).

Where additional generalized work in a department is available to be offered to multiple employees who hold the same job title, work will be distributed in the following order:

1.Type A Staff (permanent employees) with less than 100%


contracts shall be topped up to 100% in an equitable manner according to seniority and qualifications.

2. Type C and D Staff working less than 100% in a department will be offered additional work up to 100% in an equitable manner according to departmental seniority and qualifications.

Discipline Over the past few months, I have been representing one employee who has received disciplinary action. Quite commonly, the means of discipline consists of a written censure or letter of reprimand or an adverse evaluation report.

In this particular case, the employee received a letter of reprimand in her personnel file as a result of inappropriate treatment of a coworker. In this case, the employer had held a couple of meetings with the employee where it was clearly stated that this type of behavior was not acceptable as well as what type of behavior was considered acceptable. It was also stated that any further incidents of inappropriate behavior would result in action to be taken by the employer. As the employee continued the unacceptable behavior, a written reprimand was issued to the employee and placed in her personnel file for a specified period of time.

Terminations There has been one termination over the last few months. When representing members who have been terminated by the employer, it is important to

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keep in mind that it is a very difficult time for all parties involved. I appreciate the discretion and the professional environment that is provided when dealing with these types of situations. I believe that the climate in which we work to resolve these situations is very important as the nature of the discussions can be sensitive.

A Type A employee was terminated during his initial probationary period according to article 12.1(b) of the collective agreement. During the probationary period, a probationary employee may be transferred, laid off, or dismissed for any stated reason. In this case, the employee received an unfavorable evaluation during his initial probationary period.

Prior to the evaluation, the employer had held a few meetings with the employee to address the areas of concern that had been identified. Ways to address the issues were discussed and a plan was put in place. After the evaluation during the initial probationary period, it became evident that the employee was not meeting the expectations that were required for the position and employment at UFV. A grievance was filed and a resolution was agreed upon to the satisfaction of all parties involved.

General Leaves I have been receiving enquiries from members regarding general leaves. Article 23.5 of the collective agreement states that an employee may apply for and be granted general leave for good and sufficient reasons acceptable to the Employer. The Employer will review the written

application and will determine on the basis of its merits and UFV's operating situation whether such leave will be granted. The decision on applications for general leaves will be final and binding, and is not subject to the grievance procedure.

Running for Re-Election I want to thank members again for giving me the opportunity to represent your interests and ensure that your rights under the collective agreement are being respected. Although some of the issues may be uncomfortable at times, it has been an absolute pleasure being able to meet and represent so many different members throughout the past year.

I am also very appreciative and thankful to so many members for their kind words and expressions of encouragement to let my name stand again for the position of Staff Contract Administrator. United, we can all work together with the goal of protecting our rights and the important work that we all do at UFV. As we are still in the middle of changing and difficult times with respect to budget and staffing issues, I believe it is very important for the continuity of the contract administrators as we prepare for what the year will bring.

If you have any questions or would like to stop by the FSA office please feel free to do so. I can be reached at local 4593 or you can find me in B377. I am in the Abbotsford FSA office Monday through Friday, and upon request I am readily available to meet with members on another campus.

In addition, while out of the office, I can also be reached at 778-808-0917.

Heidi Tvete

From the FPSE Human Rights Representative



In February, I attended the FPSE Spring Conference in Vancouver. On the first day, the Human Rights and International Solidarity

Committee (HRISC) met to discuss important issues such as the International Solidarity Fund, Gaza Resolution, updates on what's happening at each local, and ethical investing.

The HRISC has recommended that the Presidents Council adopt a motion to call publicly for an end to the illegal occupation of the West Bank and Gaza. Israel's use of white phosphorus bombs against Gaza civilians was "clear and undeniable" and their repeated use constituted a war crime. We have also suggested that FPSE encourage public forums to be carried out to generate discussion on Canada's stand on Palestine.

Day 2 featured a series of workshops. The theme of the Spring Conference was "Building Capacity in Union Leadership." There were many interesting workshops, ranging from bargaining, occupational health and safety, member-to-member conflict, and justice for migrant workers. Adriana Paz was the presenter of "*Migrant Workers: Capital on Two Legs*." Ms. Paz works in the Continuing Studies department at UBC. Throughout this interactive workshop, her passion for social justice issues was evident. She talked about the exploitation of the Seasonal Agricultural Workers and how we have a responsibility to ensure that their basic human rights are not violated. As individuals, we should ask ourselves questions like "where and who is producing our food, and under what conditions is this food being prepared?"

Please let me know if you have any human rights related queries and I'll be happy to meet with you.

Kulwant Gill

From the FPSE Non-Regular Employee Representatives



As another academic year winds down, most teaching faculty are no doubt looking forward to a summer of lighter workloads, or even



perhaps an opportunity to focus on the research that was put on hold during the busy school year. The transition from the winter to summer semesters is

usually embraced by faculty with gleeful anticipation—not unlike the students themselves. If you are a sessional instructor, however, this transition may mark the beginning of a long summer of uncertainty and/or no work.

If one is fortunate enough to secure a position for the summer, then it will be business as usual come May—with a necessary bit of financial re-evaluation. Seeing that full time work may be hard to come by for the entire summer, some must begin the task of applying for Employment Insurance by negotiating the landmine of online questions—which are clearly *not* designed for your situation. And unless you do this in a timely fashion, you run the risk of not receiving all the benefits to which you are entitled.

To avoid getting short-changed, be sure to inquire about your ROE (Record Of Employment) before the official end of your contract—the contract you probably received sometime in February or March. Don't be too hasty and start spending your "financial windfall" right away, as you must

take into account the two-week waiting period after your last paid day before you can actually apply. Perhaps this is because they want to save paperwork in the event that you change your mind about wanting a job, and it has been shown that it takes two weeks to come to this realization. At any rate, be sure to plan for at least another two weeks after you have applied to begin receiving your benefits. If you are keeping track, you can expect to receive some money one month after your last day of work.

One of the options you will encounter while filing for EI is whether or not to re-open a previous claim (if you have made a claim in the past 52 weeks), or begin a new claim. According to EI, one of the benefits of re-activating an older claim is that you may be able to bypass the two-week waiting period. I tried this last year, and not only did they not bypass the waiting period, but I actually lost time by having to open a new claim. So it may be best to call and talk to an actual person about the most efficient method of extracting your benefits.

This scenario assumes that you were eligible to apply for EI in the first place. In order to qualify for EI, you must have worked a minimum amount of time during the year. Additionally, you must pay into the system even if you know you will not be working long enough to qualify at the end of your contract. If you have not worked enough hours, then you're Sure Out of Luck.

If you have at least initiated a method to partially pay the bills, you may also need to

begin the arduous task of looking for employment for the next academic year, unless you are fortunate enough (like myself) to be provisionally "hired" for the upcoming fall semester. As contracts at UFV are officially offered for one term only, the only guarantee you may have is a verbal assurance that you are invited back for the fall. We think this system can be improved with longer-termed sessional contracts. This would do much to make life better for sessionals, as well as the institution at large. More on those ideas in a future article.

If you are in search of new employment for the fall (or even the second summer semester), and UFV cannot give any guarantees, please go to the University of Waterloo's web page (<http://www.uwaterloo.ca/canu>) which lists most Canadian Universities and Colleges by province, and makes searching for open positions a bit easier. If you do find yourself in this situation, I certainly wish you luck and hope you find exactly what you are looking for.

As a sessional who has done his fair share of institution-jumping in order to secure work, I am constantly reminded of the early 90's TV show *Quantum Leap*. In the show, the main character is constantly "leaping" from one time and place to another; his only desire is to one day make that final leap home. So enjoy your summer, and I hope you all find the opportunity to take that final leap of your own!

Jeff Chizma and Molly Ungar

From the JCAC Co-Chair

The Job Classification Audit Committee (JCAC) has been receiving a steady flow of job descriptions to review for staff members and we are currently in the process of reviewing twelve of them. Please email JCAC.info@ufv.ca with any questions you may have regarding the JCAC process. I'd like to post a Question and Answer section on the FSA website from the questions we receive in the JCAC email account. So far we haven't received any, but if there is something you'd like to know just send us an email.

Shannon Draney

TRIBUTE TO BONNIE SIGATY

Bonnie Sigaty passed away peacefully on February 14, 2009 at the age of 60 after a brief but courageous battle with cancer. She is survived by her loving husband George, sons Kevin and Grant, grandson Rafe, and loving sister Betty.

We must count ourselves extremely blessed if at some time during our lives we happen to befriend a wonderful human being like Bonnie whose zest for life and capacity to live life to the full was inspiring.

Bonnie started working at Fraser Valley College in 1981 for the Office Careers Department (now known as Applied Business Technology). She became part of the CABB group (Carole Higginbottom, Adele Abernathy, Bonnie Anderson and Bonnie Sigaty). These four women have remained extremely close friends to this day. A big lay-off at UCFV came in 1991 and Bonnie, along with the other three CABB group members were part of the fall-out.

Bonnie "bumped" into the Continuing Education department at that time. What could have been an awkward situation was gone the minute Bonnie walked through Continuing Education's door. In no time at all, she became an important and integral member of the Continuing Education family. Her warm and caring personality, her beautiful smile, her infectious laugh, her fantastic sense of humour and her love of life made working with her a very special experience.

In 2002, after another Continuing Studies re-organization, Bonnie started working full-time for the Trades and Technology department. She continued to work there until this last December when she retired from UFV.

Besides her love for George and her family and friends, Bonnie's other loves included golfing, curling, and singing. She and

George were members of Soundscape, an a cappella choir.

Adele Abernathy, writes about Bonnie, "Our long friendship with Bonnie is 'a lovely thing' and each of us has slipped her memory into our 'heart's treasury'. We can take it out any time we like, smile at it, or cry over it, but always putting it back for safekeeping."



Our dear friend and colleague, Bonnie has left us with the following legacies:

- Live life to the fullest
- Don't take yourself too seriously
- Smile a lot – it's infectious
- Be nice to your students, work colleagues, and people in general
- Love your family, friends, job, social life, hobbies
- Never lose your zest for life

*Bonnie, your sun has set while it was yet day;
you have gone from our midst,
but shall always be
remembered as a symbol of love,
joy and laughter.*

Cheryl Isaac

Bonnie had a great sense of humour, always telling jokes, making little puns, and telling funny stories, about her day or her life—ordinary things made hilarious. But the best part of her sense of humour was her appreciation for "funniness." We were all funnier when we were with Bonnie because she encouraged it with her wonderful and quick laugh.

Perhaps the best part about Bonnie is that no matter where I met her, in the early days, at McMillan Pool while watching our children in swimming lessons or later at Yale for band concerts or musicals, in the book store or the grocery store, at the golf course or the curling rink, or when I would stop in her office to say "hello," she would greet me with a "Hi, Bonnie! How are you?" her voice just barely containing her excitement.

It was as if my arrival was the highlight of her day, what she had been waiting for. It made me feel special, even though I know that she greeted everyone that way; she looked forward to everyone's arrival, and to every chance meeting with a friend, in the same way. It has been my privilege to have had Bonnie as a friend for more than 25 years.

Bonnie Anderson

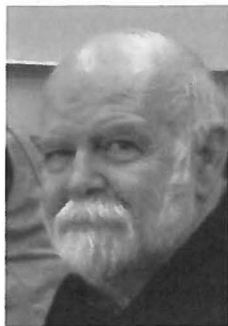
Bonnie was such an important and integral member of the Continuing Studies "gang" at UFV. She was much loved by instructors, students, and colleagues. Our closely-knit group of adult educators was like another "family". We shared stories of our children, family events, hard times and much joy. I particularly remember our Monday morning "weekend debriefing" sessions. We would all get a cup of coffee and tell each other what we had done on the weekend. Bonnie often instigated these personal accounts and would tell us about a special dinner, a new outfit, show us family photos or repeat something funny that her grandson, Rafe, had said.

It was such an honour to work with Bonnie for over 20 years – and always, always fun. I will hold Bonnie in my heart always.

If laughter is the salt of the earth, then Bonnie Sigaty was truly its shaker!

Catherine McDonald

TRIBUTE TO JIM ANDERSEN



I had the privilege of working closely with Jim for the last five years before my retirement. Together we developed (that was Jim's job) and implemented (my job) the TESL

program at UFV. We would meet on a haphazard basis, usually with Jim arriving at my door, in his somewhat rumpled, unassuming and sweet manner, saying "have you got a minute?" It didn't take long for me to realize that I would always have time for Jim. We would sit at the little round table in my office, where I always had candy, which Jim, with his sweet tooth, always enjoyed. We would discuss ways of improving the TESL program; how to create access for more students, and how to do end runs on the institutional "red tape". Because he stayed curious about people, ideas, and ways of doing things, Jim had perfected the art of thinking outside the bureaucratic box. And because he understood that everyone brings a different gift to the table, he acknowledged and appreciated people's special skills.

In our conversations Jim and I would invariably meander to more personal topics. We would talk about books we were reading, about our families, or about my dog, Maggie, for whom he had a real soft spot. One day he picked up a small figurine from my desk that Robin Smith had given to me for my birthday. He said "This reminds me of a 'Netsuke'. In answer to my puzzled look, he explained that they were miniature 17th century Japanese sculptures, designed to serve practical purposes. We joked that the purpose of this netsuke was maybe to hide drugs or medicine. It won't surprise you to hear that the next day Jim dropped a book by my office which was entirely devoted to Netsuke. Now, whenever I look at this tiny object, I always think of Jim and

how he always paid such close attention to the person with whom he was engaged.

Another day when he had moved offices, he had brought some art work from home to brighten up his space. There was a framed Henri Matisse print leaning against the wall which I admired. We talked for a while and as I was leaving he handed me the Matisse print and said "I want you to have this for your new little house." It is called "Goldfish" and I treasure that gift and have it hanging in my living room.

When we grow to care about someone, it often means a loss somewhere down the line. We grew to care about Jim and now we mourn his great loss. But I know how grateful we are to have known and cared about him. And for this, we celebrate his life.

Henry Thoreau said: "To affect the quality of the day – this is the highest of the arts." Jim, you affected the quality of so many days for so many people – including mine.

Thank you, Jim, and may peace be with you.

Catherine McDonald

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To say that Jim Andersen was a popular teacher is to understate the case. More than a mere performer in the classroom, and more than merely conscientious, Jim cared deeply about his students and worked with them inside the classroom and out of it on a footing of personal equality. Of course he knew a great deal, but he made his knowledge available in the awareness that one human being simply does what he can for the sake of another. He was repaid for the decency and respect he bestowed on his students with admiration, loyalty, and love.

As an academic, Jim was a rare bird indeed. He was an unapologetic generalist in an age

of narrower and narrower specialization. He was a Romanticist who was an authority on dog psychology, an expert on English grammar who could speak intelligently on the life and times of Lyndon B. Johnson, and an unassuming teacher of English as a Second Language who knew all about university governance. Jim owned about ten thousand books, had read most of them, and loved to lend one or two or three to anyone who showed even a flicker of interest in one of the many, many subjects that interested him.

But it is as a colleague that I will miss Jim most. He chaired the English department when I was hired, and he showed such patience with my early screw-ups and gave me such support in my acclimatization to this institution that what might have been a long period of adjustment became swift and nearly painless. With Jim, I always felt that I was treated as a person—valid and worthwhile just as myself—and that the invitation was always open for me to reciprocate. It is an uncommon gift, this kind of openness, and I know that I and many others will remember Jim's kindness with gratitude and wonder.

Hilary Turner

.....

Jim Andersen was a man you could take for granted. Whenever the English department held an event for students, you could take for granted that Jim would be there supporting and interacting with the students—not just occasionally, but consistently, year after year. When guest readers or speakers came to share their work, you could take for granted that Jim would attend, regardless of which other faculty might or might not show up. In the 1980's when some of us started a "Writing Across the Curriculum" initiative to improve students' writing in all the disciplines, you could take for granted that Jim would show up at every meeting. When faculty

TRIBUTE TO JIM ANDERSEN

volunteers were required to work in the Writing Centre or to serve as judges for writing prizes, no one even needed to ask Jim—you could just count on him to show up for the judging session.

If a representative was needed for a college (later university) wide committee, you could count on Jim. Several years ago, Cheryl Isaac and I started collaborating on an idea for a modest certificate in teaching English as a second language. But I was going to be away for a semester, so I turned to Jim. I knew I could count on him to take on the project. He devoted himself to the project until we developed a substantial TESL program. When Karola Stinson formed an advisory group for internationalization, she could count on Jim to be part of that group, willing to chair the committee; and when visiting faculty arrived from Japan or China, Jim would invariably greet and befriend them, inviting them to his classes. After they left Canada, he would continue to correspond with them, often sharing their letters and news. Even for tedious committees—ACC and PAC and ASC and those with other mystifying acronyms—you could count on Jim to serve at least one stint, and uncomplainingly.

Students could take for granted that Jim would assist them in everything from problems with admission to difficulties in classes to listening to their personal stories. They took it for granted that he would be in his office—and he was nearly every moment he wasn't in class or at a meeting—and that they were his first priority. I cannot even recount the number of times he would drop by my office to share a student success story.

Of course, the phrase “counting on Jim” could have its less positive connotations. When the department was debating an issue, we could “count on Jim” to bring up some familiar argument. And just when you thought—with relief—that a proposal had been soundly voted down, count on Jim to

raise it again if he believed in it. You could pretty much count on him to miss the political implications of almost anything—or maybe he just pretended to. If Jim came to your house for dinner, you could definitely count on him to bring a large, perfectly dreadful bottle of wine. (He was a beer drinker.) But even this behaviour was motivated by generosity and strong principles.

I now realize that as a colleague and friend, I came to count mightily on Jim to be around. When other faculty were long gone, he would be in his office, infinitely interruptible, when I felt the need to talk about a poem or play I was having difficulty teaching, or share an incomprehensible sentence of student prose, or grouse about some committee or other. I took for granted his welcome and his unwavering belief in the value of what we were doing. The casual way I counted on these things is the reason, I think, that his absence leaves such a gaping hole.

We could take Jim for granted—and unfortunately, we did. We thought we could count on him, but in the end he fooled us. Just when we all figured out how much we valued him, and how much we relied on his respect and love for us, he just quietly left. His legacy will be found in the hearts of the students he cared so deeply about. And in our hearts. That you can take for granted.

Virginia Cooke

My first impression of UFV—then UCFV, of course—was Jim Andersen. We had been exchanging emails for quite some time, discussing creative writing as part of the English department at the institution, but I didn't meet Jim face-to-face until a few months later. It was late spring, clear and sunny, but not yet warm. First I found Jim's office, and then Jim: smiling, energetic, and in his trademark cardigan.

We talked about the course samples I'd brought with me, the expansion of course offerings at UFV, its place in the Fraser Valley. We talked about my interests in teaching and creative writing, respectively, and Jim's. He was engaging, personable, and immediately put me at ease. I can remember thinking that if he was any indication of the instructors teaching at the college, then it was a place I would feel comfortable. A short while later, Jim hired me to teach English at the college.

Over the next few years, I had the pleasure of working closely with Jim, both on committees and individual projects. He was always more than willing to offer suggestions and advice, always available, always receptive to new ideas. But above all that, he was actively interested in what would be most beneficial to the students at UFV. He wanted to build and expand a department where students would be engaged, inspired, and challenged. He wanted to foster a love of literature and dialogue between students and instructors. I only have to listen to the students, now, who tell me how much Jim affected their education, their passions, the choices they made, to know that he was truly successful.

This last term, Jim and I taught in the same classroom, in back to back times. Each Monday and Wednesday, like that old proverbial clockwork, I would pass him in A-building, still invariably in his cardigan, and we'd stop to speak for a moment. And students might wave on their way by, or stop to speak briefly with him. I'll miss those moments.

Andrea MacPherson



From the Contract Chair



The Contract Committee held its first forum for faculty and staff in Abbotsford on Tuesday, April 7. A second set of meetings took place on April 14

in Chilliwack, first on the main campus and then at the Trades Centre on the base. As our current contract expires in the spring of 2010, the purpose of these meetings is to hear what is on the minds of FSA members with respect to changes that should be made in the Collective Agreement in the next round of bargaining. In addition there will be some further forums scheduled, after which the committee will devise survey questions which we hope will capture the most pressing concerns. Then we can distribute the survey to allow members to vote on their priorities for bargaining.

The first faculty forum attracted about twenty faculty, many of whom were non-teaching faculty, not surprising given the timing of this meeting during the final week of classes. We will conduct another of these sessions for faculty and staff on April 21. The staff session drew only a handful, which is either a good or bad sign. Employees have, however, been sending some emails to suggest issues which are of concern to them. We will be making summaries of these conversations available on the FSA website. Please keep an eye out for a meeting near you so that we can receive maximum response from FSA members before we begin drafting the survey.

The Contract Committee includes the Contract Chair, the Faculty and Staff Vice-Presidents, and the Faculty and Staff Contract Administrators. We will be bringing to the AGM a proposal for a Constitutional change which designates

these members specifically, along with a non-regular employee representative. If there are issues or conditions bothering you, and you aren't sure whether these are covered in our Collective Agreement, then phone (4516), or send along a question or comment by email to me (Virginia.Cooke@ufv.ca). We are aware that the Collective Agreement needs some considerable work next year (maybe not a new motor, but a lot more than a simple tune-up).

Non-teaching faculty who attended the forum were concerned about their status under the new legislation, and they wanted to make certain that their rights are protected as we embark on bargaining. In our Collective Agreement, librarians, counsellors, and employees in the writing and math centres, disability services, co-op ed, and a few other areas all fall into the category of "faculty." As they rightly point out, "non-teaching" isn't really accurate, since many of these faculty do teach; however, the delivery of credit classes is not their primary job. The amended University Act which now applies to UFW defines "faculty" as an administrative unit, and "faculty member" as follows:

"faculty" means an academic administrative division of a university constituted by the board as a faculty under section 39, or the dean and faculty members of a faculty, as the context requires;

"faculty member" means a person employed by a university as an instructor, lecturer, assistant professor, associate professor, professor, or in an equivalent position designated by the senate.

UFW in all its former lives has included the "non-teaching faculty" as members who elect faculty representatives in the various governance structures. But now that "faculty" in these governance bodies must

by definition come from "faculties" (meaning clusters of academic programs), the non-teaching faculty now fall into the category of "support staff elected by support staff." In addition to the "Chief Librarian," there are two support staff in the Senate. There is a support staff position on the Board of Governors; however, as the current staff member was still in mid-term at the time the new legislation passed, that person now must represent all "support staff" including non-teaching faculty. Ironically, they never voted in any election determining who would represent them. Obviously we cannot renegotiate the legislation. We can still call these members "faculty" in our Collective Agreement. I do wonder, however, whether these employees could be placed within a "Faculty" so that their representation in governance structures would be clearer.

If you will bear with me, I want to write briefly about some things which on the surface are not related, but which come together, at least in my mind, to affect us.

One of the roles I took on this year as Contract Chair was to try to assess how the change to university status could affect our collective agreement, and our role generally as employees of this institution. Finally last May, the legislature passed the University Amendment Act, and UFW has since been attempting to bring its governance structures in line with the portions of the University Act which the government saw fit to grant us. Thus, we now have a Chancellor, a Vice-Chancellor (the President), a Senate, and Faculties (not that we ever lost our faculties).

Self Governance. Faculty and staff at UFW have historically shared in governance, partly by virtue of the fact that there were never enough administrators to

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"govern" us. Faculty and staff who had the energy and interest built everything from academic programs to support structures, and in running them, the FSA and its members invariably insisted on wide consultation and participation. This service to the institution has been an enormous amount of work (not always equally shared) which has pretty much been taken for granted. Many long-term employees are weary of the work, which faculty have done on top of seven (previously eight) courses, or staff have squeezed into lunch hours or after hours without compensation.

Ostensibly, our new status comes with stronger powers and responsibilities for (primarily) faculty through the bodies of the Faculty Councils and the Senate. As we move toward systems of tenure and merit-based promotion, faculty will face even greater responsibility for scrutinizing each other's achievement. Then there are faculty councils and their subcommittees, program reviews, senate subcommittees, program and curriculum development—all these things piled on top of the usual class and department meetings and initiatives. In addition, we have "transition" committees of one kind or another, and the more recent participation in IPEC's and the supervision of honours students—never mind research or scholarship or community service.

I am worried that just as our university status endows us with more responsibility and opportunity for academic self-governance, fewer faculty appear to be involved in that work. The attendance at Faculty Council meetings is abysmal, yet the powers of these councils are weighty (see below*). This year the Councils have adopted their rules and terms of reference, and these have been approved by the senate. And speaking of the Senate, a body which has more powers than UCC (though fewer than those of the Senates of the "research universities"), some positions

were uncontested, and others nearly went unfilled.

One problem, of course, is workload. All this academic self-governance fits better inside schedules that do not involve a norm of seven courses. Another is recognition. This service, which falls into the job description of faculty, needs to be a recognized component of any system of tenure or rank. As we continue to press for teaching loads that accommodate both research and service, we need to think seriously about our policies on faculty overloads. Overloads tend to undermine our arguments about workload. And when we are successful at persuading the administration that faculty cannot be expected to produce worthy scholarship or develop significant curriculum without shifting some time from teaching, some people take the "release" and then teach overloads. I understand the limitations of our salaries. However, the work of academic self-governance has to be undertaken by all faculty, or it won't work—and it will crush the few who try to make it work. The FSA has defended the right of faculty to teach overloads, and of course if that is the will of the majority, we will continue to do so. However, I believe we need to consider the implications in a larger context. Perhaps as we improve the situation of our part-time and temporary colleagues, maybe offering them first crack at available sections, or combining the sections into more temporary full-time contracts, this will sort itself out anyway.

To return to my opening paragraph, the process of speaking with various groups of faculty and staff on their priorities will set the stage for contract talks next year. We will also continue to discuss issues of Tenure and "titles," and you can follow the Joint Committee's website. I look forward to many lively conversations.

***Powers and duties of faculty**

40 A faculty has the following powers and duties:

- (a) to make rules governing its proceedings, including the determining of the quorum necessary for the transaction of business;
- (b) to provide for student representation in the meetings and proceedings of the faculty;
- (c) subject to this Act and to the approval of the senate, to make rules for the government, direction and management of the faculty and its affairs and business;
- (d) to determine, subject to the approval of the senate, the courses of instruction in the faculty;
- (e) subject to an order of the president to the contrary, to prohibit lecturing and teaching in the faculty by persons other than appointed members of the teaching staff of the faculty and persons authorized by the faculty, and to prevent lecturing or teaching so prohibited;
- (f) subject to the approval of the senate, to appoint for the examinations in each faculty examiners, who, subject to an appeal to the senate, must conduct examinations and determine the results;
- (g) to deal with and, subject to an appeal to the senate, to decide on all applications and memorials by students and others in connection with their respective faculties;
- (h) generally, to deal with all matters assigned to it by the board or the senate.

Approval of rules

41 A general rule made by a faculty is not effective or enforceable until a copy has been sent to the senate and the senate has given its approval.

Advice to president

42 Any of the faculties may advise the president in any matter affecting the interests of the university, whether academic or disciplinary, but that advice does not limit the powers and authority of the president.

Discussion Paper: "Creative Research" in the BFA by Helene Littman, Department of English

BFA and MFA programs are designed so that courses are taught by artists who are active in their fields, to students who may go on to become practising professional artists themselves. For instance, the standard North American qualification for a creative writing professor is an MFA plus publications, with the emphasis on publications,¹ the more, and the higher-quality, the better.

In this, the BFA program follows the model of the university, where production and teaching are linked. The rationale for having university professors and students engage in research is to ensure that scholars contribute to and participate in their various discipline-based communities beyond their own institutions. Professors do not just learn their field, keep up to date, and teach it, but also add to its knowledge base. Publishing in one's field is important because it provides proof that the research is relevant and useful to that discipline, a point not otherwise easily or reliably assessed by colleagues. Likewise, for BFA professors, a published book, a juried visual art exhibit or a produced play show that the relevant artistic community finds the work of interest and value.

Where BFA programs differ from academic programs is that the professors and students do not produce analysis or criticism of art, or research about art, but rather art itself. A graduating portfolio might be a set of paintings, or a manuscript of poems. Students produce apprenticeship versions of the art forms in which their professors are active. Therefore, we cannot discuss the activities required of the students without also considering the activities of the professors, and how those are valued and supported within the institution. If the UFV research committee is able to include the activities of fine arts professors under the banner of "research," specifically by granting research releases

(the only current form of support or recognition at UFV), then the activities of our arts students will also be recognized as valid forms of academic development. At the moment, UFV does not recognize arts activities as research, and this is a problem.

The term "creative research" appears to be peculiar to UFV, and as I understand it, has evolved from a fairly new research committee that takes as its model for research the social sciences and hard sciences. Funding is given for "research" but not for "writing up" that research, a model that makes sense in the sciences, but not for English, and certainly not at all for Creative Writing or the arts generally. For instance, the research advisory committee will not currently approve a research leave to work on a novel or poems, and even English currently prefers projects with a research component that fits a paradigm recognizable by history or the social sciences. Certainly, many projects imaginable within a BFA framework might involve archival, primary, or community research: historical novels, public art projects, oral histories, and creative non-fiction generally. However, outside research in this sense is not a core activity in the arts in the same way as it is in history, sociology or psychology. Rather, the core activity in the arts is internal, personal, and imaginative. The core activities might involve drafting and revising multiple versions of a story or poem, or making many preliminary sketches for a painting or sculpture, which might be considered research into form and structure, rather than content. These core activities are necessary whether the content of the art is imaginative or archival. Each individual piece of art is therefore the end result of a long process of formal and structural research, which is specific to that art work: each piece of art is a new invention.

The challenge facing the BFA committee is how to articulate and explain this core activity of formal or structural research to an institution that has only recently embraced the idea of "research," and has as yet only considered the most obvious, content-based, aspects of that activity. We must therefore revisit the rationale for "research" in the university, which is not to simply teach skills outside the classroom or connect with the community, but rather to ensure that professors and students contribute to their disciplinary field beyond the bounds of their own institution. For creative writing professors, this means continuing to publish, and being given time and support to produce poetry, fiction, playwriting, screenwriting, or creative non-fiction.

Strategically, we should keep in mind that from a science or social science perspective, the work of the humanities, and particularly the creative disciplines, is troubling because so many of the core activities in these fields are internal to the scholar, rather than externalized and quantifiable: they occur in the mind, rather than in the lab. Thus, the research committee probably feels unable to assess the worth of a proposal to write a novel, because no concrete methodology is proposed at the outset: it doesn't look like "real work." In addition, the committee probably feels incompetent to judge whether a particular proposal of creative work is "real art" or not. Both these worries can be addressed by introducing the larger rationale for research and publishing, and pointing out that our creative writing professors are already active, publishing members of the literary community, and in fact were hired on that basis. Thus, they are already doing successful work in their fields, and should be supported in continuing the work that gained them their UFV position in the first place.

The Case Against Research and Ranking: A Response by Sylvie Murray, Department of History

In the conversations we've been having about research and ranks, a set of assumptions—sometimes implicit rather than explicit—tends to surface. These are all related to the belief that teaching is in the service of our students, while research is not. Members of our institution who advocate research-based ranking are, according to this central proposition, self-interested; they are motivated by personal or professional gains, rather than by the best interests of their students. Research is not really work, in this framework; teaching is. These statements are based on an understanding that research is secondary and superficial, rather than integral, to our primary mission and goal as a “teaching university.” This denial of the importance of research also informs a related argument about the alleged divisive impact that ranking would have on our institution, and its relative prohibitive “cost.” Ranking, the argument goes, would introduce divisions within our faculty and its divisiveness would far outweigh whatever benefits would accrue from it.

First, let's look at the assumption that research-based ranking would pull us away from our fundamental mission, which is to teach. This argument reifies a distinction that has no place in a post-secondary institution. We are not simply conveyor belts of information or interpreters of textbooks. Our teaching should be informed by practice. That the best teachers are practitioners in their fields is accepted in applied disciplines like business, the health sciences, computer science, and the trades; yet, in our academic disciplines, we boast of shunning research in the name of excellence in teaching. Yes, I know why: UBC! The argument that we care for teaching, and they don't, is unfair to other institutions and untrue to our own. Most of us were trained in institutions that expect faculty to combine research and teaching in their professional lives and yet

we can all point to mentors who have inspired in us a love of learning. Let's do the same for our students and draw on all the resources at our disposal to maximize our chances of doing so. Is research antithetical to good teaching? To reject research by invoking the large, impersonal classes and the ivory tower professor who thinks of nothing but his lab results is to throw the baby out with the bath water. Post-secondary institutions, like funding agencies and governments, are busy at work defining how best to integrate research and teaching in mutually productive ways. For us to pretend that we can avoid this task in the name of good teaching is a cop out.

The contention that the cost of introducing a ranking system would outweigh its advantages is also central to our debates. The argument is made that ranking would introduce a distinction and a hierarchy among faculty that does not currently exist. But this argument has limited value since our faculty (not to mention the FSA membership as a whole) is already diverse in its composition. Introducing a system that measures, compensates, and values the work done by research-teaching faculty would simply acknowledge the already existing differences within our professional body. Not all faculty members are engaged in research, and we must therefore tread carefully—I agree. We must design a fair and transparent system that recognizes the variety of work done by faculty members. The FSA already represents a wide and diverse group of people, and somehow manages to keep it together. Why then would moving away from the fiction that all faculty members are the same be a problem for an organization that is adept at balancing diverse and competing needs? An adequate grand-parenting clause, and a flexible definition of research that includes the production of knowledge across the

variety of our disciplines, is surely not beyond our grasp.

A related point is that titles and ranking that are partly based on research would carry advantages in salary or status that would be to the detriment of non-research faculty. At stake here is how we achieve both equity and the recognition of differences. Specialists in labour relations are familiar with the principle of equitable treatment for work of comparable worth. Equality does not require sameness, but a fair and transparent mechanism for measuring one's work and productivity.

Finally, it is often said (including in these pages) that research requires a “workload reduction”; this phrase itself reveals the lack of value attached to research (it's not “work”) and perhaps the difficulty involved in thinking of research as a measurable unit of work. We measure teaching responsibilities by the number of sections (and, in theory, by the number of students) each faculty member teaches in an academic year. Ways of measuring research productivity are typically based on peer-reviewed publications and contribution to scholarly fields of enquiry. These are imperfect measures that will need to be examined carefully before we implement them here. They must correspond to the time and resources available to support research; they must be defined broadly enough to encourage creativity and the development of new ways of doing research and of communicating results; yet they must not be stripped of meaning by blurring the distinctions between research and other types of activities we value and practice, such as teaching and service to the institution and community. The point I want to make here is that the challenge we face in defining research as a measurable unit of work is not unique: calculation of teaching duties is also tricky. We all know

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that the number of hours that goes into preparing, teaching, and marking can vary significantly from one course to the next, yet we accept that a rough equivalence, based on the number of sections we teach or are "relieved from" must appear in our collective agreement. The same rough edges, and constant effort at equalization of the workload, will continue to be part of our lot but should now be applied to research.

I will conclude by noting that many or all of the arguments I have discussed here are often cited to support either the *status quo*, or some kind of ill-defined "non-traditional," "innovative," "creative" third way, which would be preferable to a "university-type"

ranking system. I have yet to see what this unique third way would look like, and until I see it, I can't assess its merit. UFV has a tradition of asserting uniqueness, but in the end what we do is not all that different from what is done elsewhere. Teaching, research, and the role that post-secondary institutions play in our society are certainly changing. It is critically important that we put in place a system that reflects current concerns and that will be flexible enough to incorporate future directions. In that spirit, let's move on with the discussion, for much work remains to be done.

Sylvie Murray

Words & Vision

Newsletter of the
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From the FPSE Status of Women Representative



In February I attended the FPSE Spring Conference and Status of Women Committee Meeting.

SWC Meeting:

FPSE Staff Rep. Phillip Legg reported on the "pink slip" campaign to get rid of Gordon Campbell (I placed one of these in every mailbox on campus on Thursday, April 9th). There are 10 different postcards each with a reason to get rid of Gordon Campbell. The list includes ten bad things that have been done to BC women, families, and communities. Here is the pink slip campaign website for more information and to view or download the set of ten postcards. http://www.fpse.ca/mbr_resources/2009BCElection

The FPSE Status of Women Committee conducted a Childcare survey to determine what if any childcare facilities are available on campuses throughout

BC. Unfortunately, as you know UFV no longer has a daycare on campus but it seems that several other institutions do including: Capilano University, TRU, College of New Caledonia, College of the Rockies, Vancouver Island University, Selkirk College, Academic Workers' Union, Camosun College, VCC. The survey included the number of spaces available, the cost to the parents, the wages of workers, the education requirement for the workers, centre hours, funding, usage and waitlist, and who can access the spaces. Several institutions had not responded yet but it seems that UFV is in the minority for institutions who do not have childcare on campus for employees or students.

Spring Conference: There were several workshops offered and I attended:

- 1) *Introduction to Labour Law* which covered key legal principles and cases. We

reviewed several cases that have shaped labour relations over the years. We also learned how to apply those key legal principles to grievances and member advocacy.

- 2) *Basic Steward Training* which introduced the basic of collective agreement, duties of a Steward, grievance procedures, and union and management rights.
- 3) *Women and University Equity Issues* was a workshop designed to facilitate discussion and information sharing about women in universities and the transition from college and university-college to university and its effects on women.

I will be attending the FPSE AGM in Victoria May 19-22, 2009.

Lori Wirth